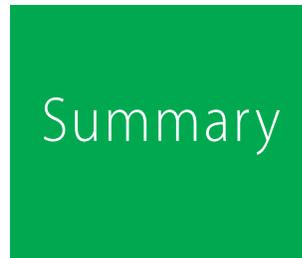


Access to supplemental educational services in the Central Region states



Institute of Education Sciences
U.S. Department of Education



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Summary

July 2007

Prepared by

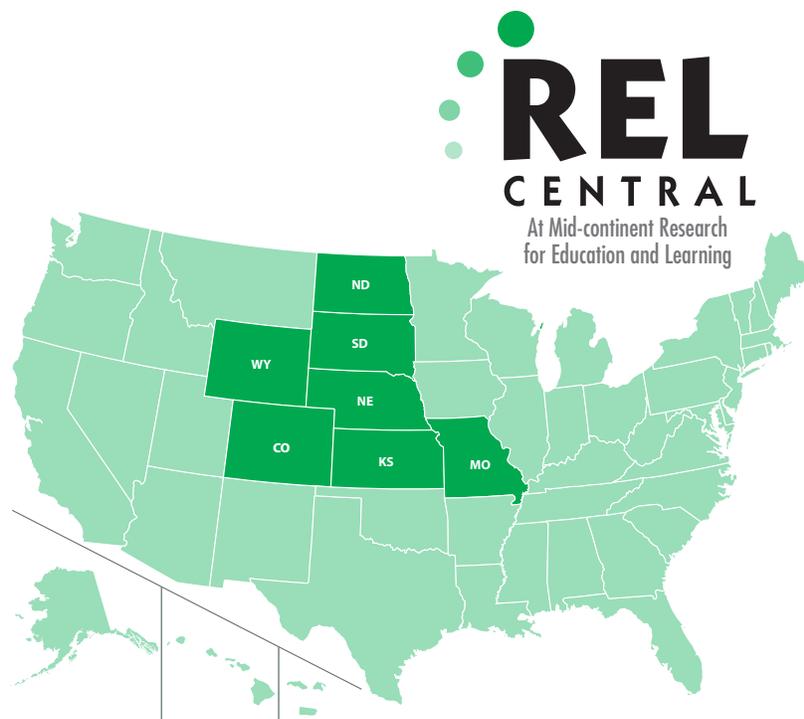
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July 2007

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This report is available on the regional educational laboratory web site at <http://ies.ed.gov/ncee/edlabs>.

Summary

Access to supplemental educational services in the Central Region states

At just 11 percent of eligible students, participation rates in supplemental educational services—available in schools that fail to make adequate progress for three years running—are low and may not improve until provision problems are resolved and programs demonstrate effectiveness. Answers to five research questions provide a status report.

The Central Region states lag behind the nation in participation in the supplemental educational services that schools failing to make adequate progress for three consecutive years must offer to eligible students under the No Child Left Behind Act. Information from databases and from interviews with state education agency contacts is used to examine five topics about the program: its status in the Central Region, service providers, evaluation of provider programs, implementation roles, and key state agency concerns.

During the 2004/05 school year 131 schools in 52 school districts in the Central Region were required to offer supplemental educational services. Of 47,065 eligible students only 5,080 (11 percent) participated. Four of the region's

seven states have fewer service providers than the national average. One in four eligible schools in the Central Region is rural, and access to providers in rural areas was identified as an important issue for service provision. Four states reported difficulty recruiting providers for rural schools.

Providers tell state education agency contacts that they cannot afford to offer services in isolated rural areas where low student density causes a large increase in per pupil cost. State contacts also report that service provision is complicated by parental resistance to using outside providers in some rural settings and lack of access to the Internet for online services.

State agency contacts report taking their provision and oversight roles seriously but believe that they lack the resources and ability to prioritize the provision of supplemental services among their other responsibilities. Districts and schools have on-the-ground information about participation, but their roles do not include evaluating providers. Monitoring and evaluating providers in the Central Region is just getting under way. There are concerns

about the adequacy of staff time and expertise to produce the kind of evaluative information that will ensure that the services provided are effective.

The low rates of participation in supplemental educational services reported by the Central Region states may not improve until participants are convinced that the services will boost student learning. Models for service provision to rural schools with fewer eligible

students are needed. Research is also needed to determine the effectiveness of particular providers and the effectiveness and cost-benefit ratios of various delivery models.

Planned follow-up descriptive studies will indicate which of these tentative conclusions prove persistent and which change as the program develops.

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